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17. ABSTRACT (MAX. 250 WORDS)

A study of dropouts in Arkansas public elementary and secondary schools, 1940-41 through 1960-61 is presented. Tables showing the number of pupils leaving public schools of the United States as compared to the number leaving Arkansas public schools before graduation are given. The trend of the Arkansas schools indicates increased holding power of schools but leaves much to be desired in reducing the rate of dropouts in the seventh through twelfth grades. Lack of motivation and lack of sufficient funds are serious deterrents to continued education by capable youths. Reasons for leaving school as given by dropouts include work, dislike of school, marriage, and failure of courses. Reasons given by school counselors include failure, retardation, home circumstances, marriage, feelings of rejection, and teacher conflicts. A pupil who is two years behind in school by the time he reaches the seventh grade is unlikely to finish the tenth grade. A pupil retarded by as much as three years is not likely to enter the ninth grade. Dropouts do not take part in extracurricular activities because of lack of money or rejection by classmates.

School holding power and educational programs to fit the needs of potential dropouts should be emphasized. Guidance and counseling services should be given to the potential dropout as early as possible. Each pupil should be tested early and regularly and resulting information should be made available to classroom teachers. Remedial measures include allowing pupils to work within their capacity, offering remedial assistance when needed, making the subject matter interesting and meaningful, and teaching parents to cooperate with the school to provide good parental and school guidance.

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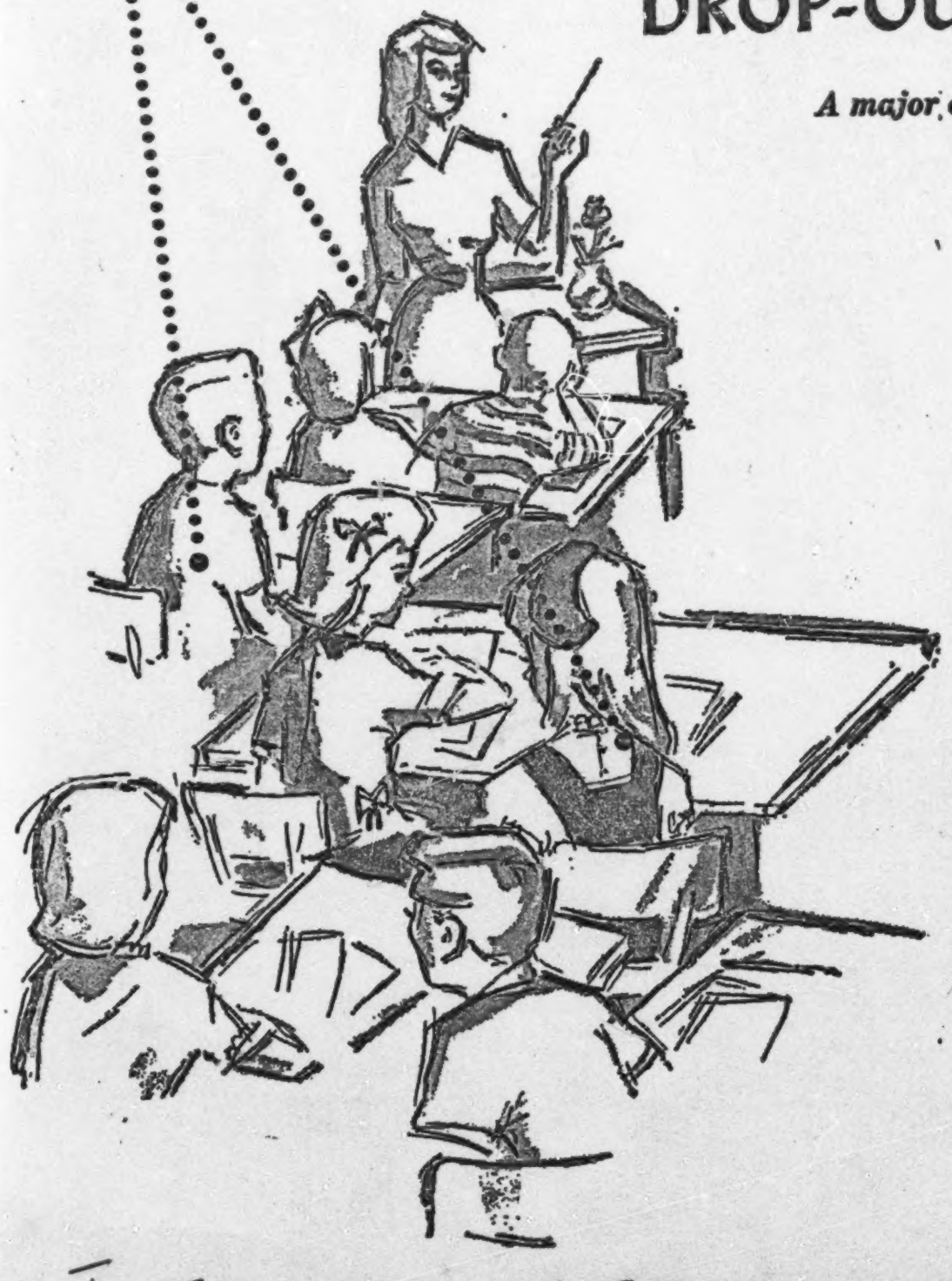
DROP-OUTS . . .

A major educational concern



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ARKANSAS / STATE DEPARTMENT OF EDUCATION / 1962

A Study of Drop-Outs In Arkansas' Public Elementary And Secondary Schools 1940-41 --- 1960-1961

Prepared By

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Supervisor of Research and Statistics

Division Director
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State Department of Education
A. W. Ford, Commissioner

Part 1

School Drop-Outs[1] in the United States

The youth who quits school before completing his secondary education continues to be of major concern. In a democracy, education is the power of human fulfillment. It creates and enlarges not only capacity to produce and destroy, but also capacity to consume and enjoy. Through the enrichment of men's minds, we strive to put material abundance to constructive and satisfying use on behalf of free human beings.

There is convincing evidence that taxes used to support certain public enterprises can result in a return of capital many times over. Public investment in farming, health and vocational rehabilitation provides excellent examples of the wisdom of investing in people, but returns of all types are probably largest from the money we spend on public and higher education.

An interesting picture can be seen in analyzing figures prepared by Herman P. Miller for 1948 and 1958[2]. The gaps between the life-time earnings of workers with various amounts of education are not only getting larger in total dollars, they are also increasing percentagewise.

For example, a male worker with eight years of elementary schooling in 1948 could be expected to earn a total of $132,683 from 18 years of age to death. In 1958 he could be expected to earn $181,695. The estimated lifetime earnings have thus gone up $49,012 or 36.9 percent over this nine-year period.

[1] Throughout this study "School Drop-Outs" refer to pupils who leave public schools before graduation.

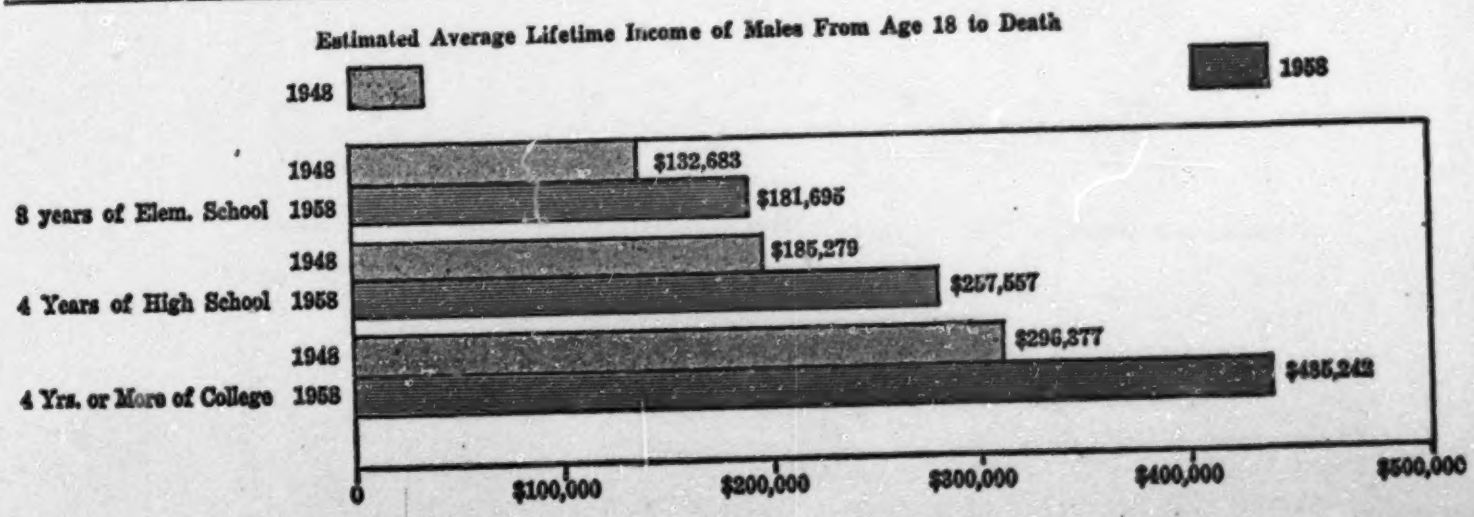
[2] Miller, Herman P. "Annual and Lifetime Income in Relation to Education: 1939-1959", *American Economic Review*, 50:962-86; December, 1960.

TABLE I

ESTIMATED AVERAGE LIFETIME INCOME OF MALES FROM AGE 18 TO DEATH

Item	1948	1958	Increase	Percent Increase
8 Years of Elementary School	$132,683	$181,695	$49,012	36.9%
4 Years of High School	185,279	257,557	72,278	39.0
4 or More Years of College	296,377	435,242	138,865	46.9

Source: Basic data from Miller, Herman P., "Annual Lifetime Income in Relation to Education: 1939-1959."



The high school graduate in 1949 could be expected to earn $185,279, and in 1958, $257,557, an increase of $72,278 or 39.0 percent.

The average lifetime earnings of a college graduate were estimated at $296,377 in 1949, but had gone up to $435,242 by 1958. The increase in this case is $138,865 or 46.9 percent. The typical college graduate in 1958 could be expected to earn over his lifetime almost 2.4 times as much as an elementary school graduate.

The data in Table II show the enrollment by grades (1-12) in the Public Schools of the U. S., for the years 1944-45 through 1955-56; the number who were graduated; and, the total enrolled each year.

Of the 2,881,849 enrolled in the first grade in 1944-45, 1,239,699 or 43% were graduated from high school in 1955-56. Thus 57% who were enrolled in the first grade did not graduate twelve years later. This compares to 29.5% for Arkansas.

Of the 2,007,988 enrolled in the fifth grade in 1944-45, 1,052,644 or 52.4% were graduated in 1951-52. This compares to 45.1% for Arkansas.

Of the 2,088,826 enrolled in the fifth grade in 1948-49, 1,239,699 or 59.3% were graduated in 1955-56. This compares to 52.1% for Arkansas.

TABLE II

DATA CONCERNING PUBLIC SCHOOL DROP-OUTS
(Pupils who leave the Public Schools of the U. S. before Graduation)

YEAR	GRADE: 1	2	3	4	5	6	7	8	9	10	11	12	Graduates	Total Enrollment
1944-45	2,881,849	2,265,796	2,173,078	2,083,552	2,007,968	1,950,624	1,897,743	1,670,990	1,742,873	1,529,857	1,236,833	1,015,959		23,225,748
1945-46	2,894,588	2,313,502	2,190,617	2,094,352	2,006,120	1,191,028	1,836,897	1,653,683	1,728,499	1,555,302	1,255,907	1,032,420		23,299,941
1946-47	2,896,451	2,319,772	2,204,573	2,119,377	2,012,212	1,907,319	1,850,394	1,638,548	1,761,020	1,583,248	1,303,592	1,119,968		23,659,158
1947-48	2,951,300	2,363,477	2,258,858	2,183,171	2,055,115	1,939,500	1,897,740	1,653,386	1,672,920	1,502,743	1,271,615	1,130,805	1,073,609	23,944,532
1948-49	3,067,375	2,502,528	2,314,645	2,220,554	2,088,826	1,994,735	1,919,462	1,693,643	1,708,038	1,499,477	1,267,483	1,126,022		24,476,658
1949-50	3,170,343	2,644,707	2,395,904	2,254,028	2,150,678	2,055,741	1,947,227	1,733,975	1,760,740	1,513,086	1,275,295	1,133,673	1,102,398	25,111,427
1950-51	3,052,896	2,739,176	2,600,440	2,357,752	2,211,306	2,117,360	1,995,238	1,884,784	1,780,738	1,547,895	1,313,207	1,127,527		25,706,000
1951-52	2,957,485	2,670,162	2,717,947	2,559,115	2,320,132	2,165,741	2,082,533	1,935,625	1,819,732	1,582,142	1,337,930	1,110,638	1,052,644	26,562,664
1952-53	3,357,598	2,638,816	2,633,457	2,684,145	2,520,163	2,275,680	2,143,106	1,972,653	1,861,411	1,579,177	1,306,615	1,107,884		27,506,630
1953-54	3,666,466	2,940,285	2,569,243	2,565,345	2,606,083	2,449,174	2,242,116	2,032,188	1,944,357	1,716,758	1,411,722	1,190,138	1,128,937	28,836,052
1954-55	3,518,000	3,391,000	2,896,000	2,535,000	2,523,000	2,584,000	2,432,000	2,177,000	2,028,000	1,765,000	1,520,000	1,246,000		30,045,000
1955-56	3,494,997	3,242,407	3,290,740	2,847,741	2,481,210	2,470,310	2,341,719	2,356,737	2,142,573	1,848,570	1,542,646	1,325,726	1,239,699	31,162,848

Part 2

School Drop-Outs in Arkansas

A study of the data in Table III, showing the enrollment by grades and the number who were graduated each of the years, 1940-41—1960-61, reveals some of the more important aspects of the drop-out problem.

The fact that Arkansas has been losing population has a direct effect upon evaluating the drop-out situation in the public schools of the State. In order to compensate for this loss in population and not to imply that all school-age children who moved to other states were drop-outs, a simple weighting factor is used when comparisons are made.

The 1960 Census Report shows that Arkansas had 463,556 school-age children and in 1950, this figure was 472,833, or a loss of 9,277 for the ten year period. By prorating this loss to a twelve year period, and relating it to the National Average of 43% of the first grade who graduated twelve years later, we have a weighting factor of .8. Thus by dividing the number in Table III who graduated any given year by the weighting factor a more realistic estimate is derived.

It is by the use of this weighting factor that the following statements are made:

1. Of the 81,202 enrolled in the first grade in 1940-41, 17,908 or 22.1% were graduated in 1951-52. Thus approximately 78% who enrolled in the first grade did not graduate twelve years later.
2. Of the 65,967 enrolled in the first grade in 1949-50, 24,035 or 36% were graduated in 1960-61. This approximately 64% who enrolled in the first grade did not graduate.
3. Of the 39,676 enrolled in the fifth grade in 1944-45, 17,908 or 45.1% were graduated in 1951-52.
4. Of the 39,960 enrolled in the fifth grade in 1953-54, 24,035 or 60.1% were graduated in 1960-61.

TABLE III

DATA CONCERNING PUBLIC SCHOOL DROP-OUTS

(Pupils who leave Arkansas Public Schools before graduation)

Year	Grade 1	2	3	4	5	6	7	8	9	10	11	12	Graduates	Total Enrollment
1940-41	81,202	48,329	49,362	48,362	46,171	40,733	37,374	33,390	23,888	19,784	16,563	13,914	12,246	459,362
1941-42	79,867	47,768	47,981	47,772	45,041	41,307	36,655	33,711	23,878	19,399	16,308	14,302	12,370	453,989
1942-43	76,158	46,338	46,458	45,502	43,868	39,875	36,781	31,961	23,474	18,426	14,529	13,087	11,725	436,455
1943-44	72,469	44,099	43,950	43,064	40,509	37,742	34,734	30,402	22,347	17,718	13,202	11,085	10,239	411,321
1944-45	70,378	43,489	41,994	41,365	39,676	36,208	33,731	29,801	22,642	17,624	13,761	11,003	10,170	401,662
1945-46	68,701	45,019	42,554	41,020	39,185	36,423	33,633	30,209	23,698	19,085	14,643	12,043	11,237	406,213
1946-47	69,507	44,324	43,863	41,066	38,583	36,022	33,511	30,377	24,540	19,929	15,964	13,634	12,464	411,320
1947-48	68,655	45,533	43,592	42,312	38,909	36,103	33,735	30,171	24,801	20,497	16,368	14,130	13,132	414,806
1948-49	67,654	46,581	44,337	42,506	39,915	36,372	33,376	30,051	24,898	20,713	16,924	14,103	13,379	417,430
1949-50	65,967	47,031	45,224	42,965	40,533	37,714	34,378	29,970	26,584	21,721	18,014	15,072	14,066	425,173
1950-51	62,507	47,817	45,742	43,539	41,060	37,991	35,870	30,975	26,514	22,470	18,705	15,405	14,270	428,595
1951-52	56,272	45,045	45,038	42,913	40,346	37,904	35,075	31,502	26,278	22,006	18,415	15,520	14,327	416,314
1952-53	58,640	42,411	42,525	42,723	40,562	37,813	35,833	31,360	27,468	22,492	18,417	15,783	14,815	416,032
1953-54	58,156	45,235	39,963	40,218	39,960	37,642	35,920	31,897	27,503	23,696	19,023	15,742	14,782	414,955
1954-55	54,220	47,571	43,403	38,219	38,593	38,207	36,472	33,027	28,743	24,227	20,588	16,869	15,895	420,139
1955-56	51,197	44,404	45,558	41,132	36,632	36,632	36,523	37,019	33,146	25,129	20,917	17,738	16,636	418,709
1956-57	48,150	42,816	43,478	44,216	39,971	35,029	36,101	34,339	29,885	26,107	21,706	18,073	16,690	419,871
1957-58	47,360	40,707	41,882	41,911	42,681	38,263	34,760	33,419	30,737	26,749	22,762	18,775	17,422	420,011
1958-59	47,658	41,281	40,181	40,860	41,153	41,371	38,543	32,139	30,576	26,454	22,745	19,222	17,863	422,183
1959-60	47,684	41,125	40,017	39,064	39,623	39,546	41,462	35,268	29,391	26,828	23,767	20,431	18,910	424,206
1960-61	47,328	42,020	40,369	39,606	38,267	38,584	40,340	38,812	32,862	26,199	23,825	20,833	19,228	429,045

Table IV shows the number enrolled in the eighth grades for the years 1940-41, 1946-47, 1950-51, 1955-56 and 1959-60, with the ninth grade enrollment the next school year in the public schools of Arkansas. This shows a trend toward a much greater holding power between the eighth and ninth grades which probably has the greatest decrease except for that between the first and second grades.

From this table, it is found that the ninth grade enrollment in 1941-42 was 9,512 or 28.5% less than the eighth grade in 1940-41 and the enrollment in the ninth grade in 1960-61 was 2,406 or 6.8% less than the eighth grade in 1959-60. (This data does not take into account the students who have moved from the State.)

TABLE IV

ENROLLMENT IN 8TH GRADE, AND 9TH GRADE THE FOLLOWING YEARS

Year	8th Grade	Year	9th Grade	Difference		
1940-41	33,390	1941-42	23,878	9,512	or	28.5%
1946-47	30,377	1947-48	24,801	5,576		18.4
1950-51	30,975	1951-52	26,278	4,697		15.2
1955-56	33,146	1956-57	29,885	3,261		9.8
1959-60	35,268	1960-61	32,862	2,406		6.8

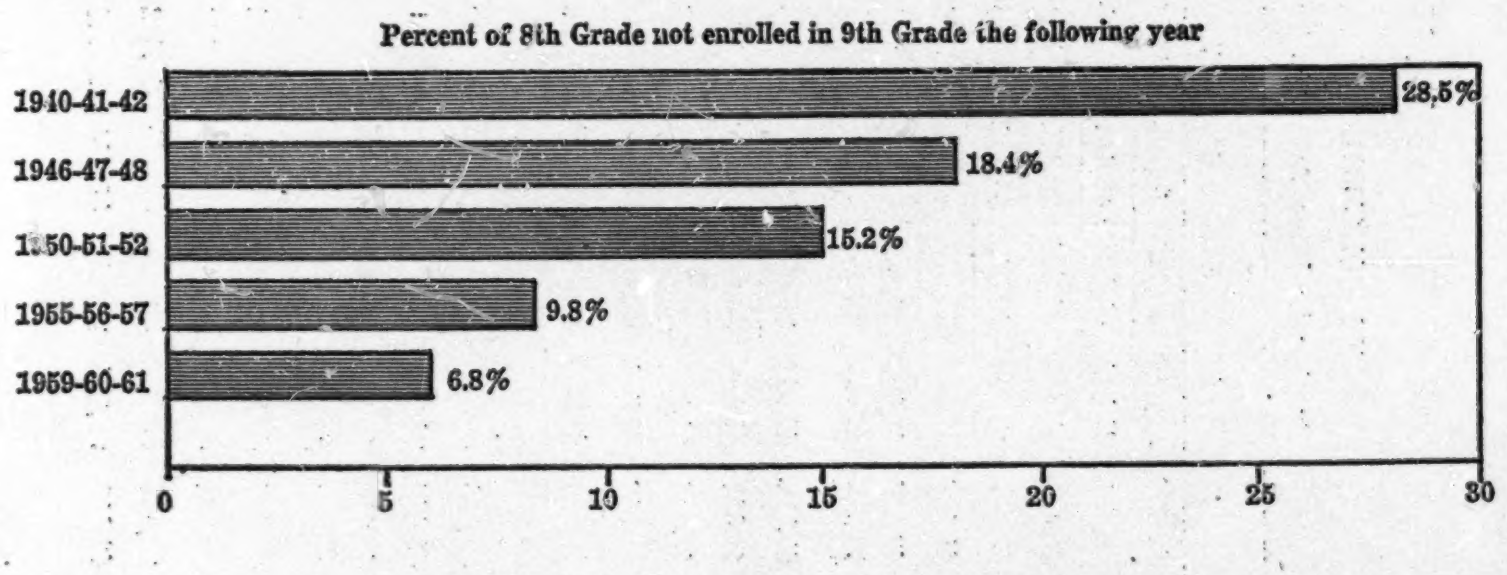


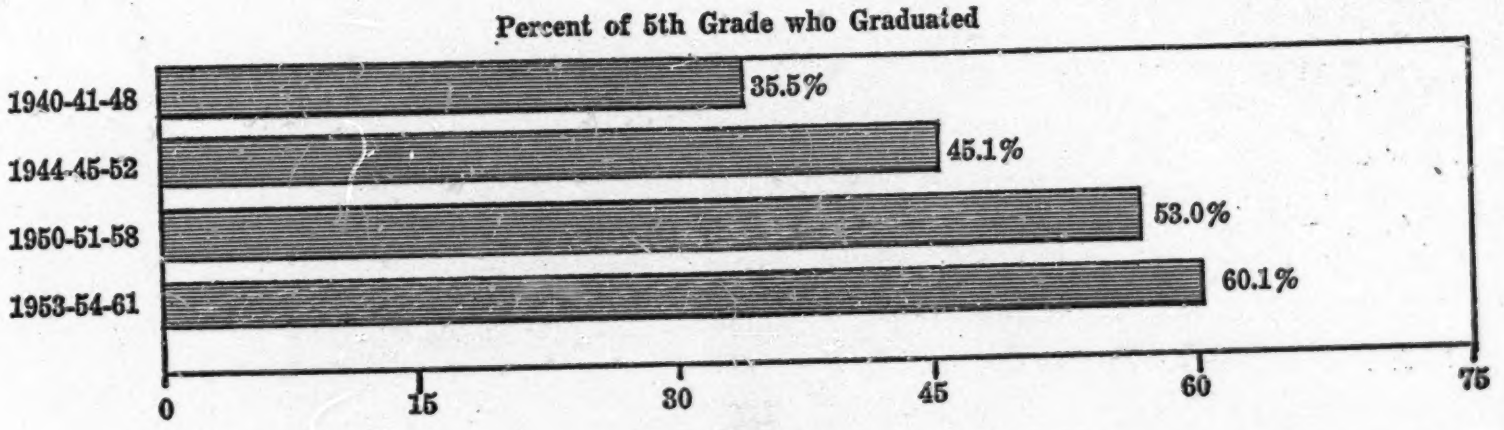
Table V shows the enrollment in the fifth grade for the years 1940-41, 1944-45, 1950-51, and 1953-54 with the numbers and percent graduating six years later. This table makes use of the weighting factor to compensate for those who left the public schools of Arkansas and were graduated from high schools in other states.

Of the 46,171 enrolled in the fifth grade in 1940-41, 16,415 or 35.5% graduated in 1947-48 and of the 39,960 enrolled in the fifth grade in 1953-54, 24,035 or 60.1% graduated in 1960-61. This is an increase of 24.6% graduating in the twenty-one year period.

TABLE V

Enrollment in 5th Grade and Number Graduating

Year	5th Grade	Year	Graduates	Difference	Graduated Did Not	Graduated Did
1940-41	46,171	1947-48	16,415	29,756	64.5	35.5
1944-45	39,676	1951-52	17,908	21,768	54.9	45.1
1950-51	41,060	1957-58	21,777	19,283	47.0	53.0
1953-54	39,960	1960-61	24,035	15,925	39.9	60.1



Tables VI, VII and VIII and the accompanying graphs are included in this study for one purpose only. They reveal data which indicate the increased holding power of the public schools of Arkansas without the use of the weighting factor as previously explained. This part of the report deals only with the public school students who were enrolled in the schools of the State and who were graduated from the schools of the State without any attempt to compensate for possible losses due to declines in school-age population.

It will be noted from the following three tables of information that, disregarding any adverse effects the population losses may have had on the holding power, there is evidence that, during the past several years, the holding power of the schools has greatly increased.

Table VI shows the numbers enrolled in the 8th grades for the years 1940-41, 1943-44, 1947-48, 1953-54 and 1956-57 with the number and percent graduating from the high schools of Arkansas four years later.

Of the 33,390 enrolled in the 8th grade in 1940-41, 10,170 or 30.5% graduated in 1944-45, and of the 34,339 enrolled in the 8th grade in 1956-57, 19,228 or 56.0% graduated in 1960-61. This is an increase of 25.5% graduating in the twenty-one year period.

TABLE VI

Enrollment in 8th Grade and Number Graduating

Year	8th Grade	Year	Graduates	Difference		Graduated Did Not	Graduated Did
1940-41	33,390	1944-45	10,170	23,220	or	69.5%	30.5%
1943-44	30,402	1947-48	13,132	17,270		56.8	43.2
1947-48	30,171	1951-52	14,327	15,844		52.5	47.5
1953-54	31,897	1957-58	17,422	14,475		45.4	54.6
1956-57	34,339	1960-61	19,228	15,111		44.0	56.0

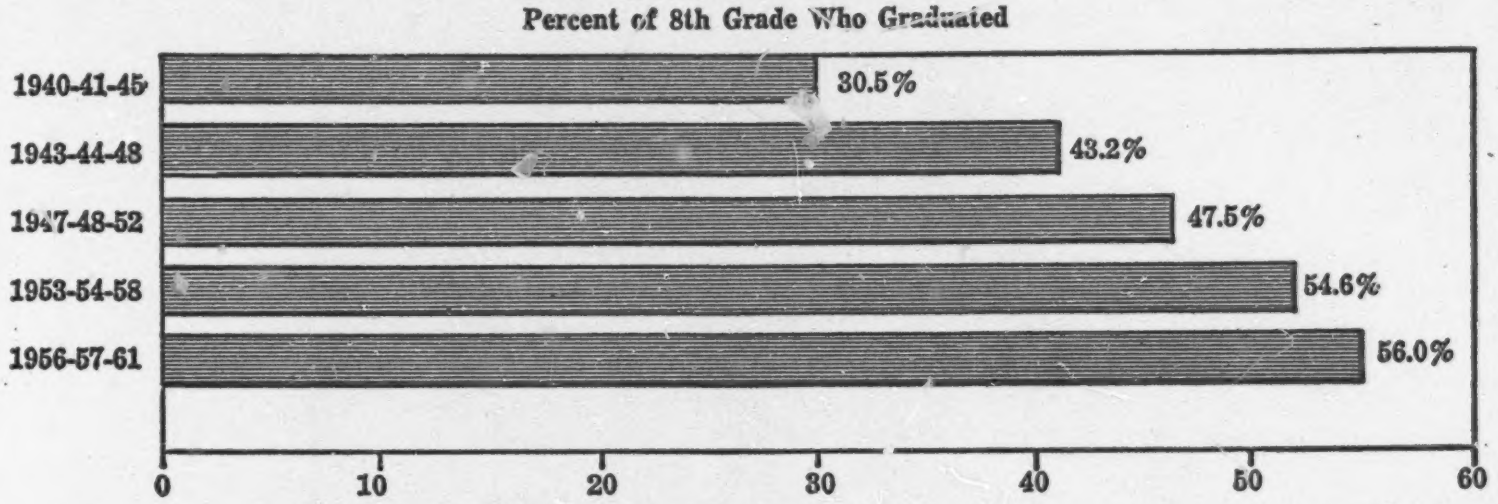


Table VII shows the enrollment in the 9th grades for the years 1940-41, 1944-45, 1948-49, 1954-55, and 1957-58, with the number and percent graduating from the high schools of Arkansas three years later.

Of the 23,888 enrolled in the 9th grade in 1940-41, 10,239 or 42.9% graduated in 1943-44 and of the 30,737 enrolled in the 9th grade in 1957-58, 19,228 or 62.6% graduated in 1960-61. This is an increase of 19.7% graduating in the twenty-one year period.

TABLE VII

Enrollment in 9th Grade and Number Graduating

Year	9th Grade	Year	Graduates	Difference		Graduated Did Not	Graduated Did
1940-41	23,888	1943-44	10,239	13,649	or	57.1%	42.9%
1944-45	22,642	1947-48	13,132	9,510		42.0	58.0
1948-49	24,898	1951-52	14,327	10,571		42.5	57.5
1954-55	28,743	1957-58	17,422	11,321		39.4	60.6
1957-58	30,737	1960-61	19,228	11,509		37.4	62.6

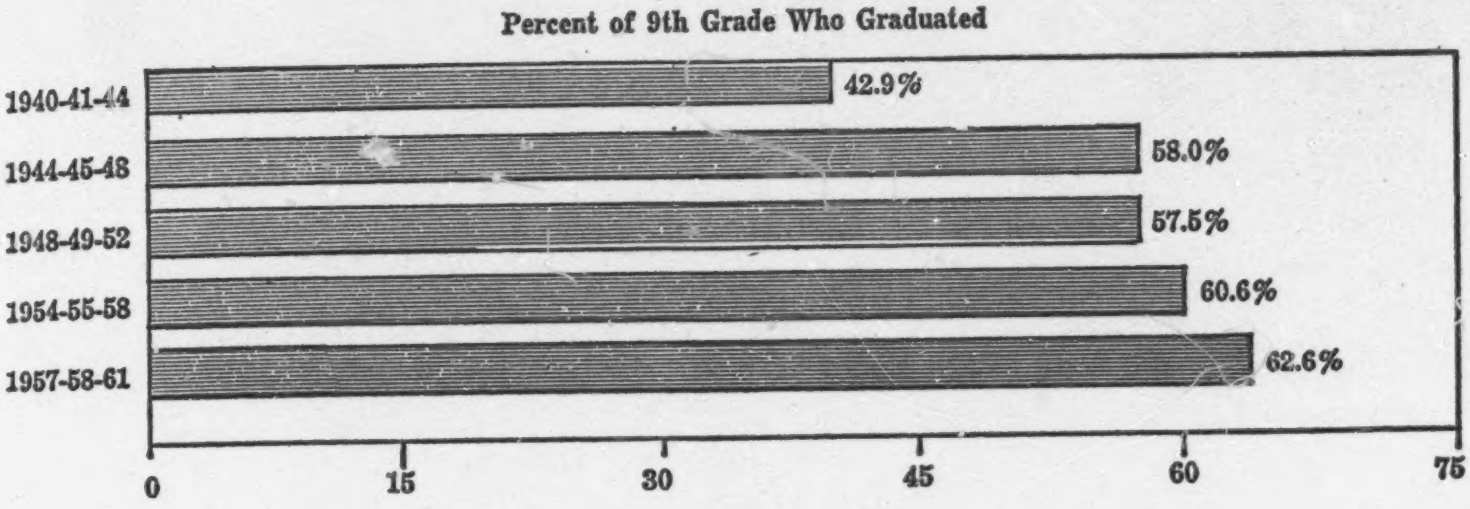


Table VIII shows the number enrolled in the 10th grade in 1940-41, 1945-46, 1949-50, 1955-56 and 1958-59 with the number and percent graduating from the high schools of Arkansas two years later.

Of the 19,784 enrolled in the 10th grade in 1940-41, 11,725 or 59.3% graduated in 1942-43 and of the 26,454 enrolled in the 10th grade in 1958-59, 19,228 or 72.7% graduated in 1960-61. This is an increase of 13.4 percent graduating in the twenty-one year period.

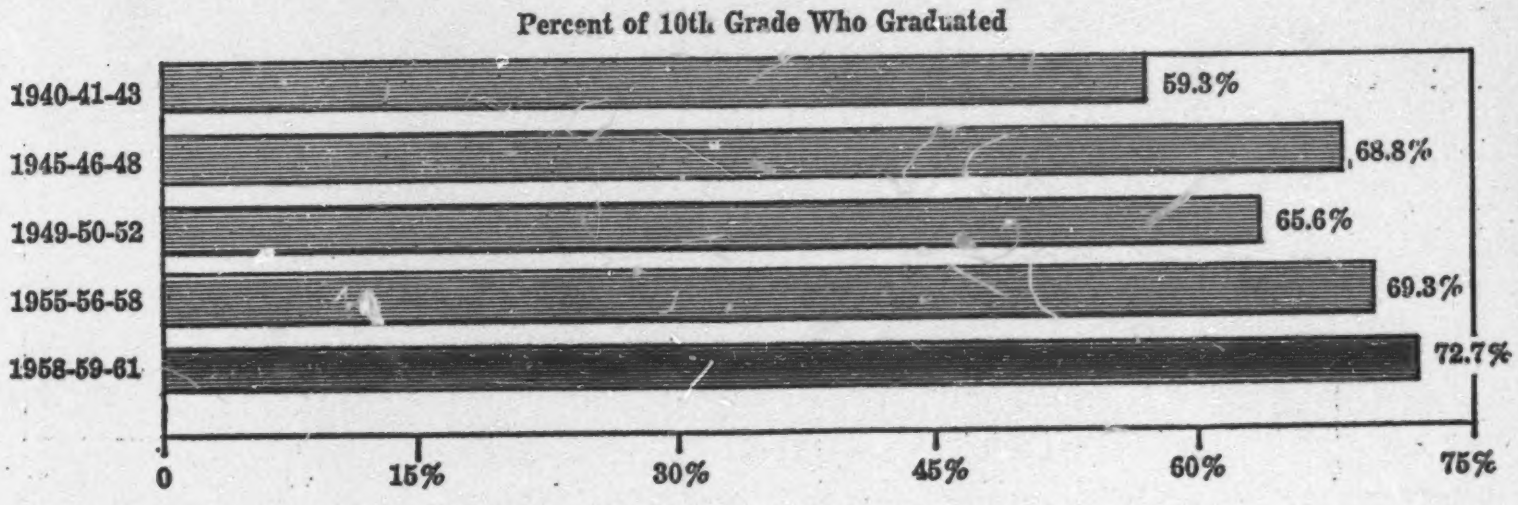
This trend throughout indicates increased holding power of the schools but shows much to be desired in reducing the rate of drop-outs especially in grades 7 through 12.

In 1940-41, of the 13,914 enrolled in the 12th grade, 1,668 or 12% of the class did not graduate. This was the highest percent, in the twenty-one year period, that failed to graduate. In 1954-55, of the 16,869 enrolled in the 12th grade, 974 or 5.8 percent of the class did not graduate. This is the lowest percent, in the twenty-one year period, that failed to graduate. The average number who failed to graduate in the twenty-one year period was 7.4 percent.

TABLE VIII

Enrollment in 10th Grade and Number Graduating

Year	10th Grade	Year	Graduates	Difference		Graduated Did Not	Graduated Did
1940-41	19,784	1942-43	11,725	8,059	or	40.7%	59.3%
1945-46	19,085	1947-48	13,132	5,953		31.2	68.8
1949-50	21,721	1951-52	14,327	7,394		34.4	65.6
1955-56	25,129	1957-58	17,422	7,707		30.7	69.3
1958-59	26,454	1960-61	19,228	7,226		27.3	72.7


Percent of 10th Grade Who Graduated
1940-41-43
1945-46-48
1949-50-52
1955-56-58
1958-59-61
59.3%
68.8%
65.6%
69.3%
72.7%
0
15%
30%
45%
60%
75%

Part 3

Drop-Outs According to Size and Race

From a random sampling of the larger districts of Arkansas (8,000 enrollment or more), and from a similar sampling of the smaller districts of the State (enrollments between 200 and 500), it was found that of the number of White pupils enrolled in the 5th grade in 1953 in the larger schools, 65% graduated from high school in 1960-61; of the number of White pupils enrolled in the 5th grade in 1953-54 in the smaller schools, 58% graduated from high school in 1960-61.

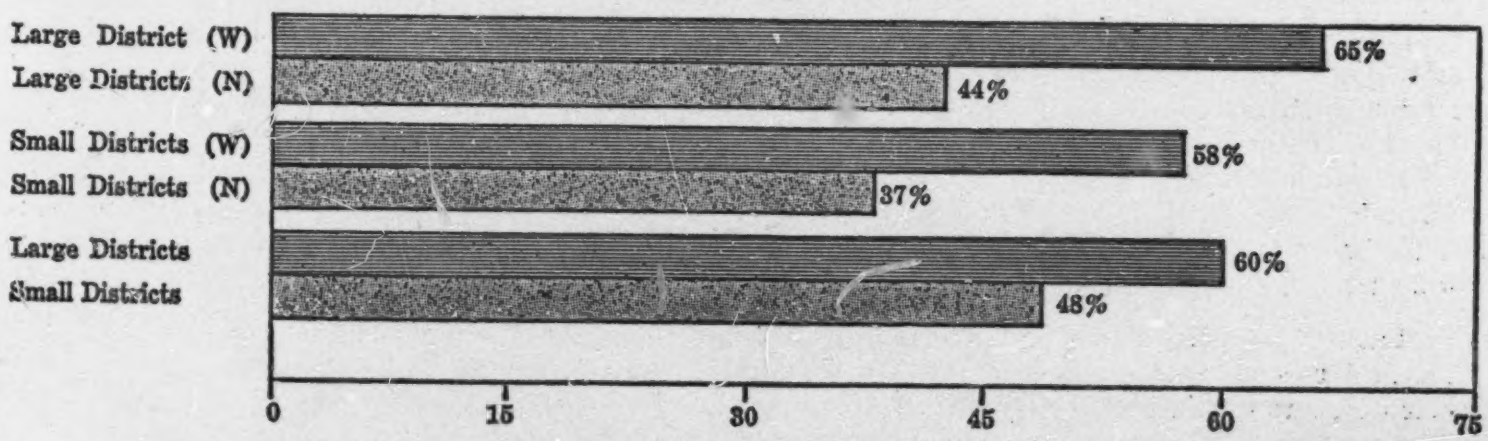
Of the number of Negro pupils enrolled in the 5th grade in 1953-54 in the larger schools, 44% graduated from high school in 1960-61; of the number of Negro pupils enrolled in the 5th grade in 1953-54 in the smaller schools, 37% graduated in 1960-61.

The data in Table IX and the accompanying graph do not take into account any possible loss of population or shift in population from rural to urban centers. This information is provided for comparative purposes, and is based upon students who were enrolled in the public schools of Arkansas and who graduated from these Arkansas public high schools. No attempt has been made to use the weighting factor to compensate for declines in population or any other distorting factors.

TABLE IX

Percent of 5th Grade (1953-54) Graduated (1960-61)

Classification of Districts	Percent Graduated (White)	Percent Graduated (Negro)	Percent For District
Larger Districts (8,000 or more)	65	44	60
Smaller Districts (200-500)	58	37	48



In the larger schools, the greatest decrease in enrollment in the White schools occurred between the 10th and 11th grades — 17%, and between the 11th and 12th grades — 9%; for the Negro schools, the greatest decreases occurred between the same years, 10th and 11th — 31%, and 11th and 12th — 22%.

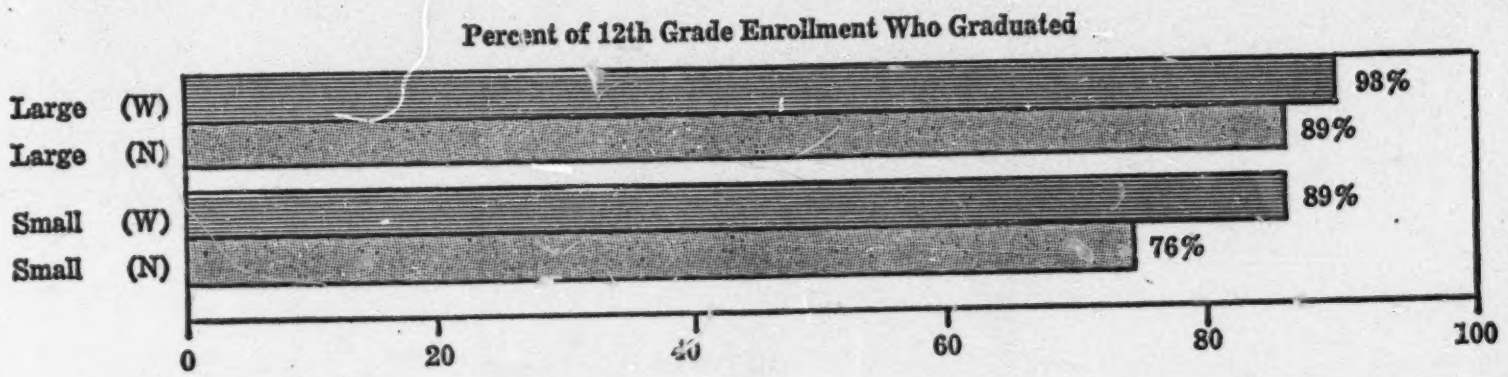
In the smaller schools the greatest decreases occurred for the White schools between the 8th and 9th grades — 16%, and between the 9th and 10th grades — 19%; for the Negro pupils between the 6th and 7th grades — 19% and between the 10th and 11th grades — 21%.

In the smaller Negro schools, a higher percent of the number enrolled in the twelfth grade failed to graduate—24%.

TABLE X

Percent of 12th Grade Enrollment Who Graduated

Classification of Schools	Percent Graduated
Large School (White)	93%
Large School (Negro)	89%
Small School (White)	89%
Small School (Negro)	76%



From Tables and Graphs IX and X, there is evidence that the larger schools, both White and Negro, have greater holding power than the smaller schools. We also find that the White schools, both large and small, are graduating a higher percent of the White students than they are the Negro students.

A large number of students, many which are above average or superior, are not continuing their formal education. Therefore, a potential supply of human resources, both male and female, is not being developed. Lack of motivation is probably the greatest single deterrent to continued education by capable youth. The social and economic status of academically oriented individuals should be enhanced, and education should be made a challenge to academically gifted students.

Lack of sufficient funds constitute a serious barrier for some students to the fulfillment of their desire to obtain an education.

The development of any program designed to encourage capable young people to pursue a formal education should include consideration for the attitudes of parents toward education. An information program is needed to influence the thinking of parents regarding the value of education.

The greatest waste of potential talent occurs among minority groups. Large numbers of individuals from minorities are not pursuing their education through high school. This is true in the Nation and in Arkansas. The educational and occupational level of parents, the mental ability of students, the academic level and the size of the high school which reflects the breadth and depth of its curriculum are important factors to be considered in studying the drop-out problem in any local situation.

Part 4

Why Pupils Drop Out of School Before Graduation

One of the greatest problems facing us today is, "Why do boys and girls leave school before graduation?" Many studies have been made to determine just why pupils leave school before graduation. Cook's study of 95 drop-outs from a large city high school found that reasons for leaving school as given by the drop-outs were: going to work (39.6 percent), dislike of school (20.9 percent), marriage (20.9 percent), failing courses (9.4 percent), needed at home (4.6 percent), left home (2.3 percent), and administrative request (2.3 percent). On the other hand, in the opinion of the school counselor the reasons were these: failure and retardation (34.9 percent), home circumstances (28.1 percent), marriage (20.2 percent), feeling of rejection (9.6 percent), and conflicts with teachers (7.2 percent).[2]

Most studies show that low scholastic aptitude is one of the characteristics of the potential drop-out. The U. S. Department of Labor study of drop-outs in seven communities found that three times as many drop-outs as high school graduates had I.Q.'s under 85, and that nearly three times as many graduates as drop-outs had I.Q.'s of 110 and over.[3]

It seems evident that the drop-out does lack some of the ability of those who graduate — the ability to meet standards which emphasize the abstract and the verbalistic.

Bledsoe found that the drop-outs from the ninth and tenth grades had a mean reading comprehension score of 7.9; the rest of the ninth-graders a mean score of 8.9.[4]

Penty also found a relationship between reading ability and withdrawal from high school: three times as many poor readers as good readers dropped out of school, and the likelihood of a poor reader's dropping out was greater when other factors pressuring a student toward withdrawal were present.[5] Disabilities in reading can have serious repercussions. Pupils who do not read well enough for the work of their grade or subject are likely to fail, and failure produces discouragement. The pupil who has failed his grade — who is retarded — will often lose interest in school and skip classes. The U. S. Department of Labor found that 84 percent of the drop-outs were retarded at least one year, and 53 percent were retarded two or more years. Also, 3 drop-outs in 10 left school in the eighth grade or before, and 6 in 10 never enrolled in the tenth grade.[6] Any pupil retarded two years by the time he reaches the seventh grade is unlikely to finish the tenth grade. If a pupil is retarded as much as three years, he is not likely to enter the ninth grade.

Dislike of School and/or Teachers

Some drop-outs in a California study, say that they dislike certain teachers; that lessons were insufficiently explained, and that they did not get enough individual help from the teacher. What they wanted most was more personal contact with the teacher. They mentioned often that teachers were not consistent in disciplinary practices, that the whole class was often punished for the misdeeds of one or two members. This appears to be another argument in favor of small classes and against overloading of teachers.

Drop-outs, according to the California report, were very much dissatisfied with their social relationships in school. They all considered themselves poorly treated by teachers and pupils alike, but the girls were especially sensitive to

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[2] Cook, Edward S. Jr., "An Analysis of Factors Related to Withdrawals from High School Prior to Graduation," *Journal of Educational Research*, 50:191-96; Nov. 1956.

[3] U. S. Department of Labor, *National Stay-in School Campaign*, Bulletin No. 1277, Washington, D. C.: Superintendent of Documents, Government Printing Office, 1957, p. 24.

[4] Bledsoe, Joseph C., "An Investigation of Six Correlates of Student Withdrawal from High School." *Journal of Education Research*, 53:3-6; Sept. 1959.

[5] Penty, Ruth C., *Reading Ability and High School Drop-Outs*, N. Y.: Teachers College, Columbia University, 1956, p. 93.

[6] Bledsoe, *Op. Cit.*

snubs, to the lack of "right" clothes, and to rejection by an established clique.[7]

Researchers have also found that drop-outs do not take part in extracurricular activities, their reasons for not doing so being lack of money or rejection by their classmates.

Although pupils from low-income families finish high school, financial need is an important reason for dropping out of school in many cases. For drop-outs from a disrupted family, financial reasons may be the deciding factor. Nania studied the cost to students attending White high schools in North Carolina. He found that the median costs ranged from 40 cents for algebra to $11.90 for typewriting. Where money for materials was not provided by the school or community groups, median cost to the students ranged from $1.00 for French Club to $23.00 for cheer leaders. The median cost for attending dramatic productions was 70 cents; for attending athletic games, $6.00; for the incidental fees of graduation, $11.90.[8]

An extensive study of the impact of the socioeconomic standing (family background) on adolescents was made in a study by Hollingshead,[9] and one phase of the study concerned the number of drop-outs and the factors which contributed to their leaving school. All the youth of high school age of the upper socioeconomic groups were in school. By far the largest proportion of drop-outs, 8 out of 9, came from the lowest socioeconomic group. Their position was determined by the way the family lived, its income, its possessions, the amount of education of the father and the mother, the family's standing in the community, and its participation in community activities.

In group III (the middle socioeconomic group) all the pupils finished the eighth grade, but 64 percent of group IV and 75 percent of group V (the lowest socioeconomic group) had dropped out of school before they were 16 years of age.

A study conducted in Tucson, Arizona,[10] showed that a majority of the drop-outs came from low-income families who lived in substandard housing and belonged to a racial minority. This kind of family tends to look upon education with indifference or even hostility.

Family Background

Bledsoe found that those whose parents had some college work rarely were drop-outs; those whose parents had completed high school dropped out to a small extent, and that those whose parents had only seven years of school represented the largest number of drop-outs.[11]

Some investigators have found that frequent change of school may contribute to dropping out. Bledsoe found that 9.2 percent of the students enrolled continuously in one elementary school dropped out.[12] Frequent change of schools may seriously affect a child's social relationships. This is all the more probable when no attempt is made to orient the transferred pupil to his new surroundings.

Many studies list marriage and pregnancy as common causes for leaving school. The U. S. Department of Labor found that 27 percent of the girls gave marriage as the reason for withdrawal.[13]

Curriculum

Curriculum changes are indicated by many who are attacking the drop-out problem. They point out that the traditional academic or classical curricula meets the needs of only a minority, about 30 percent, which go on to college. About 30% of high school graduates enter the skilled trades, with at least one-fifth of these being adequately prepared by the schools. Studies show that the problem lies with the remaining number who may be neglected "curriculum-wise," many of them dropping out of school unprepared for the responsibilities of adulthood.

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[7] McCreary, William H. and Kitch, Donald E., *Now Hear Youth.* A report on the California Cooperative Study of School Drop-Outs and Graduates. Bulletin, Vol. 22, No. 9 Sacramento: California State Department of Education, 1953, p. 69.

[8] Nania, Frank, "Out-of-the-pocket expenditures made by High School Students." Bulletin of the National Association of Secondary School Principals, 41:48-55; December 1957.

[9] Hollingshead, August B., *Elmtown's Youth.* New York: John Wiley and Sons, 1949. Chapter 18, "Leaving School," p. 329-59.

[10] Young, Joe M. "Lost, Strayed, or Stolen." *Clearing House,* 29:89-92; October 1954.

[11] Bledsoe, *Op. Cit.* pp. 3-6.

[12] *Ibid.*

[13] U. S. Department of Labor, Bureau of Labor Statistics, *From School to Work.* A Report on Seven Communities, 1952-57. Washington, D. C.: the Department, March 1960, p. 13.

Teacher's Responsibility

A great part of the burden for decreasing the number of drop-outs eventually gets back to the classroom teacher. Practically every study of the problem concludes with the recommendation that the teacher ought to know the pupil as an individual, that he ought to give him some personal recognition, and that he ought to counsel him on his personal problems. The need for more and better teachers is clearly indicated when the problem of the drop-out is studied.

Counseling has little value after the pupil has made up his mind to leave school. To be effective, counseling should come as early in the life of the potential drop-out as possible. Each pupil should be tested early and regularly, and the information thus acquired be readily available to the classroom teachers.

Part 5

Conclusion

Improvement in school holding power is essentially a local problem. It depends upon classroom teachers, administrators, school board members, and eventually upon the taxpayers in each school district. Each group must decide what price it is willing to pay to provide a high school education for every youth who can profit by it. A few remedial measures are listed as follows:

1. Give pupils of limited ability work within their capacity, and remedial assistance when needed.
2. Put potential drop-outs in classes of more sympathetic teachers.
3. Make the subject matter interesting and meaningful.
4. Teach the pupil discipline, both at home and at school. With a definite set of standards the pupils know what is expected of them.
5. While school work is the more important, there should also be time for extra-curricular activities.
6. Parents must cooperate with the school—a child needs both parental guidance and school guidance.
7. Potential drop-outs should be identified as soon as possible so that proper action can be planned by the home and school.
8. A multi-track educational program should be offered that would more effectively meet the interests of a large number of these drop-outs.
9. Each year, an individual study should be made of the drop-outs who leave school. In this way, the holding power can be gauged and the program strengthened.

From the data found in this report, it is evident that the public schools of Arkansas are not providing educational programs that will adequately prepare all the youth of the State for gainful employment. The loss of this great potential in man-power is a threat to employment, industrial development, and the socioeconomic status of Arkansas. It is also evident that there is a great need for increased emphasis on vocational training for the youth and adults of the State.

The greatest loss to our State is in the development of our most valuable natural resources, our boys and girls, many of whom fail to receive the necessary educational background for a successful and useful career. These evidences of educational needs should serve as a challenge to the citizens of Arkansas to lend their support to such programs as Vocational Education, Adult Education, the Economic Council, Rural Development and others that are sponsored by the educational leaders of the State.

Juvenile delinquency is ten times more frequent among drop-outs than among high school graduates. Because of the correlation between juvenile delinquency and school drop-outs, society has a real interest in encouraging all youth to finish high school.

As a rule, the drop-out has shunned participation in extra-curricular activities, and usually his relationship with his teachers and with many of his fellow students indicate tension, suspicion and strain. His poor attendance record, lack of interest, and failure to cooperate have contributed to his being retarded about two years.

The typical drop-out's parents are unimpressed with the value of education; often they openly scorn "book learning". Most students who quit school before the eleventh grade have reasons connected with the school itself or with their ability to perform the work. When a child has difficulty in learning to read in the early grades, his problems are often magnified in the later grades. Inability to do the work assigned or to keep up with the class leads to feelings of defeat and frustration, the first step in the decision to leave school.

If this problem is to be solved, the attack must be waged on a number of fronts, to deal adequately with the complexity of the problem as it affects a variety of students. At the basis of any effort to retain all students is the guidance program. A critical evaluation of the curriculum is a basic step. A wide selection of elective courses, designed to appeal to a broad spectrum of interests, must compliment the basic academic training needed by all. Remedial work in academic studies and a reinterpretation of their importance in everyday life is needed. In case of financial hardship, assistance should be provided through cooperative work plans, permitting the student to spend part of the day in school and part on a supervised job.

The community and the school have an important part in establishing a scale of values. An effective public relations program must aim at making school respectable for all students, and at stressing the values to the individual of education for life.

This is a challenge to the schools, to parents, to the community, and to the students. Only through cooperative effort can it be met. Only a realistic approach can lead to success.